

2002-2003 No Child Left Behind—Blue Ribbon Schools Program

Cover Sheet

Name of Principal Mrs. Stephany L. Bourne
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Indian Village Elementary School
(As it should appear in the official records)

School Mailing Address 3835 Wenonah Lane
(If address is P.O. Box, also include street address)

Fort Wayne IN 46809-1147

City State Zip Code+4 (9 digits total)

Tel. (260) 425-7368 Fax (260) 425-7370

Website/URL Email stephany.bourne@fwcs.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Thomas Fowler-Finn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Wayne Community Schools Tel. (260) 467-2025

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date
(School Board President's/Chairperson's Signature)

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|--------------------------------|
| <u>58%</u> | White |
| <u>23%</u> | Black or African American |
| <u>18%</u> | Hispanic or Latino |
| <u>1%</u> | Asian/Pacific Islander |
| <u>0%</u> | American Indian/Alaskan Native |

100 % Total

7. Student turnover, or mobility rate, during the past year: 24.7%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

1	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	49
2	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
3	Subtotal of all transferred students [sum of rows (1) and (2)]	85
4	Total number of students in the school as of October 1	344
5	Subtotal in row (3) divided by total in row (4)	0.247
6	Amount in row (5) multiplied by 100	24.7

8. Limited English Proficient students in the school: 13%
51 Total Number LEP
- Number of languages represented: 3
Specify languages: Vietnamese
Spanish

9. Students eligible for free/reduced-priced meals: 64 %
250 Total Number Who Qualify

10. Students receiving special education services: 30%
116 Total Number Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>11</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>24</u>	Specific Learning Disability
<u>1</u>	Hearing Impairment	<u>10</u>	Speech or Language Impairment
<u>60</u>	Mental Retardation	<u>2</u>	Traumatic Brain Injury
<u>1</u>	Multiple Disabilities	<u>1</u>	Visual Impairment Including Blindness

Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Number of Staff</u>	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	1	0
Classroom teachers	12	0
Special resource teachers/specialists	5	0
Paraprofessionals	15	3
Support staff	9	0
Total number	42	3

11. Student- “classroom teacher” ratio: 25/1

12. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of existing students from the same cohort. (From the same cohort, subtract the number of existing students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-02	2000-01	1999-00	1998-99	1997-98
Daily student attendance	96%	96%	96%	95%	94%
Daily teacher attendance	94%	94%	95%	94%	93%
Teacher turnover rate	0.136	0.157	0.150	0.100	0.100

PART III – SUMMARY

Indian Village Elementary school, Fort Wayne, Indiana, a neighborhood school, was established in 1954 with an enrollment of 303 students. The 60,000 square foot building is located in the Indian Village sub-division near the southwestern corner of Ft. Wayne. The campus is just minutes from many restaurants, small businesses and various medical facilities. During the last five years, the Indian Village community has seen dramatic changes take place. A three-year renovation was completed by the fall of 2001. All classrooms were upgraded and several additions such as a media center, music and art rooms, a cafeteria, clinics, and technology modernized the building.

Population

The student population is comprised of 392 students. Over 64% are classified as free or reduced lunch. Since October of 2002, Indian Village has been designated as a site for English Language Learners, totaling 51 children. The population also includes five self-contained classes of moderate and severely disabled children. Most require extensive speech and physical therapy. There are two sections of regular education classes K - 5, except for second grade where three classrooms currently exist.

Mission

Indian Village staff and parents believe that through the utilization of Plan, Do, Check, Act, *all* students will successfully meet state standards. Students and adults will show respect for each other and will engage in meaningful research-based best practices. Teachers with high expectations for all children will nurture education through collaboration, data driven instruction, remediation, and enrichment to achieve the success of all students.

The mission statement for Indian Village states that:

Indian Village, a Professional Learning Community, will educate all children to become life-long learners by consistently establishing high expectations and by meeting educational standards.

Student Achievement Objectives

1. By the year 2005, at least 90% of Indian Village students will meet or exceed Indiana standards in Reading/Language Arts.
2. By the year 2005, at least 100% of Indian Village students will meet or exceed Indiana standards in Mathematics.
3. By the end of three years, there will be no more than a 7% gap in performance in Reading, Language Arts, and Mathematics between majority and minority students at Indian Village (all genders).

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Indiana Statewide Testing for Educational Progress examination (ISTEP+) measures the achievement of Indiana's students against Indiana's academic standards in English/language Arts and Mathematics. At Indian Village Elementary School progress on improving ISTEP+ scores (percent of students passing) from the 1999-2000 school year to the 2001-2002 school year was remarkable. In the 1999-2000 school year 43% of the students tested passed the English/Language Arts (E/LA) exam. In 1999-2000 51% passed and in the 2001-2002 school year 82% passed, nearly doubling the passing rate of two years earlier. The growth in mathematics (Math) is even more astounding. The percent of students passing the ISTEP+ math exam has improved from 57% passing in 1999-2000 to 95% passing in 2001-2002.

Indian Village ISTEP+ results for ethnic/racial and socioeconomic groups improved in similar fashion. The percent of African American students passing E/LA increased from 25% to 58% and in Math from 50% passing to 91% passing! The percent of students from the lower SES group (free and reduced lunch) improved from 27% passing in 1999-2000 to 56% in 2001-2002 while percent passing for Math improved from 40% to 94% passing!

As a part of the ISTEP+ assessments, a school may elect to participate in norm-referenced testing (Terra Nova). Indian Village scores for 1999-2000 through 2001-2002 mirror previously mentioned ISTEP+ results for the school. Percentile scores improved from 39 to 73 in Total Reading, 49 to 89 in Total Language, 77 to 94 in Total Math and 53 to 87 in Total Battery.

2. Use of Assessment Data

Teachers in grades K-3 meet with the Director of Planning and Assessment after ISTEP+ scores are received to discuss strengths and weaknesses. That information is taken back to classrooms for inclusion in curriculum changes or remediation. Proficiency Aligned Learning (PALS) assessments are provided to teachers for use as additional tools to supplement standards-based curriculum. Designed to resemble ISTEP+ testing format, these are used in a group setting or individually to better gauge student progress on mastering state standards. Quarterly assessments are then administered in Reading/Language Arts and Math and are scored by teachers in grades 2-5. The results of these assessments are shared extensively through teacher collaboration. According to the Plan, Do, Check, Act model, students are divided into two categories based on these results. They receive either weekly remediation or enrichment. Teachers in grades 1-2 use the Developmental Reading Assessment (DRA) for pre- and post-testing. Using DRA or Rigby assessments, teachers keep students and their parents informed of their current reading levels so that there is always a targeted goal to work toward. Staff, including the principal, cheer the students on to their target levels. At grade three, substitutes test all third graders that failed the ISTEP+, using the Rigby PM Benchmark Assessment. These scores are then used by the fourth grade teachers and are included on the student's data sheet. Weekly, teachers meet to collaborate on assessment results, share best practices, and develop their Plan, Do, Check, Act instructional calendars for the coming week, based on state standards. First grade teachers collaborate to share data obtained from the Indiana Grade One Reading Assessment (Indiana University). In addition, teachers use reading unit tests to plan remediation activities. Students in many grades track their own data as they master standards (e.g., coloring

in graphs). Each student has a portfolio that contains all assessment data and is shared with middle school teachers when they leave Indian Village.

3. Communcation of Student Performance

A weekly gathering each Monday of the entire student body focuses on attendance, homework and behavior. Each class receives one star for meeting criteria in each of the three categories. Celebrations are then held at the end of each reporting period to reinforce success. During biannual parent-teacher conferences, a student data sheet is shared that indicates current reading level and standards mastered, attempted, or failed. Data sheets are also included in report cards. ISTEP+ results are shared with individual students through a formal meeting called “ISTEP Rap” between the third grader, principal or designee. At this time, the adult reviews strengths and weaknesses in a very positive and encouraging manner. Test results are sent home to the parents with the spring report card. Student performance is displayed in most hallways, through interactive bulletin boards, graphs, or charts. The community is aware of student performance due to media coverage, parent meetings, PTA, and discussions with the school’s Quality Improvement Team. The office newsletter is distributed twice monthly and weekly student performance is shared through teacher newsletters.

4. Sharing Success

Leadership training in FWCS revolves around three opportunities for administrators to share with one another. At the beginning of each month, all administrators meet for Leadership Academy. A week later, principals attend curriculum meetings, at which time levels (elementary, middle, and high) meet. Finally, principals from each of the six attendance areas meet to share successes and solve problems. Ms. Bourne readily shares successes and challenges with these groups. In addition, she has addressed several faculty groups at other elementary schools and several principals and/or teachers have made visits to Indian Village. Informally, the principal has shared success stories with struggling principals during Indiana Principal Leadership Academy (IPLA), a program sponsored by IDOE. Ms. Bourne and a teacher have partnered with another FWCS elementary school, Irwin Elementary, to share best practices, plan for improvement, and to establish a support system. Utilizing technology, plans are underway to have teachers share best practices or ideas through the use of iMovies.

As a result of the Wallace Funds LEAD grant, a \$5 million grant to enhance principalships, the Indian Village principal was chosen as one of ten district principals to participate in a leadership forum at Long Island University last summer. During that forum, principals from all over the country shared successes and challenges. Ms. Bourne has also been invited as a featured speaker at the Urban Schools Conference in Indianapolis in June 2003.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

Students from diverse cultures at Indian Village acquire fundamentals of a standards-based core curriculum of Language Arts, Reading, Mathematics, Social Studies and Science. Four components of the Balanced Literacy Model are presented to students in an uninterrupted teaching block. The intermediate students experience a similar block and learn these skills through the context of social studies and science. Writing instruction, the main emphasis of our school improvement plan, is embedded in activities throughout the day. Writing activities such as the citywide Young Author’s Conference and school-wide journals of student essays, stories and poems entitled Teepee Talk are “published” annually.

First graders that read below level are placed into a Reading Recovery Program for approximately 12- 20 weeks. Students attend a daily 30-minute session and may discontinue the program when they read at or above the class average reading level. A variety of incentive programs are provided in addition to the regular academic day.

School-wide reading challenges, word of the day, academic trivia during lunch, Lightspan interactive video games (LA/Math/Reading) and other incentives encourage students to be fully engaged all day.

All students receive 30 minutes of art instruction once weekly and attend Physical Education and music twice weekly also for 30 minutes. Students are encouraged to take part in a variety of other fine arts activities that showcase their talents. Math instruction follows the district-wide adoption through fourth grade and beginning fifth. Instruction is hands-on and includes students working in teams using manipulatives and other tools like overhead projectors and a variety of math software. To fill curriculum gaps in Algebra and Functions at the fifth grade level, curriculum was written, researched and provided by FWCS Curriculum Services. Teachers have been provided specific training to present lessons on variables, distributive arrays, segments, etc. Exposure to technology and the Internet is made available in all classes and the media center. Our school focus, Indiana Project 2016, encourages students to solve a problem through the use of inventions and technology. Inquiry-based science is strongly emphasized and students are encouraged to once again work in teams to discover, inquire and learn through hands-on activities.

Using FWCS PALS and Quarterlies, along with Unit Tests, Developmental Reading Assessments, The Rigby Reading Assessment, Running Records and a variety of teacher collected data, teachers collaborate weekly to regroup students for the purpose of enrichment and remediation using the PDCA model. Special needs students are provided physical and speech therapy according to an Individual Education Plan and many are provided an assistant to complement their academic day. Students in self-contained special needs classes follow the Syracuse Community Referenced Curriculum. Student growth in academics, fine/gross motor, life skills, social skills and behavioral choices are then assessed annually through the Indiana Assessment System of Educational Proficiencies (IASAP).

English Language Learners are included in regular classes at all levels K-5 and are supported through a pullout program that emphasizes language and vocabulary acquisition. The focus of this program is using vocabulary in context and learning the nuances of meaning. The ELL program and a part time interpreter support the efforts of the regular classroom teacher and the school-wide program by connecting with families.

2. Reading

During 1999-2000, FWCS developed a Balanced Literacy Model designed to integrate and connect direct instruction in phonics with multiple opportunities for students to participate in authentic reading and writing activities. The model included 90 uninterrupted minutes for reading and 30 minutes for writing daily. In 2000-2001, the model was piloted in nine Title I buildings. In 2001-2002, the model was extended to non-Title buildings. District reading coaches were added to provide support to these buildings. They were assigned to multiple buildings. After the release of the "Put Reading First" document, the Balanced Literacy Model was adjusted to address recommendations from scientifically based reading research (SBRR) on how to effectively teach the five essential components of reading instruction. These recommendations also became part of the criteria used to evaluate materials for the reading adoption. The result is a comprehensive literacy model that incorporates recommendations from SBRR and includes Scott Foresman adopted materials. Evidence of the successful use of the FWCS literacy model is beginning to accumulate. Considering the nine Title I buildings that have completed two years of implementation, eight have gained and maintained a 10-33% increase in the number of third grade students passing ISTEP+ as measured by the 2002 ISTEP+ results. Additionally, the average band of reading levels of first graders at the end of the school year as measured using random samples and Clay's "Observation Survey" has risen from levels 16-24 to levels 20-28.

3. Math

The focus of the elementary math program in FWCS is on four interwoven components:

- Skill development and conceptual understanding
- Communication
- Connections
- Problem solving

The emphasis is on quality instructional practices that enhance these four components. Teachers are encouraged to use supplementary materials such as the FWCS Algebra and Functions Grade Five Booklet. This ancillary product is a custom-made curricular material that bridges a curriculum gap within our current math adopted materials. It has been very effective in preparing students to pass the math standards on the ISTEP+.

4. Instructional Methods

Indian Village staff use best practices from the Eight Step Process - Plan, Do, Check, Act; The Malcolm Baldrige Evaluation Model, research-based methods and teacher collaboration. Students have **weekly academic goals** based on state standards and can give examples of each. **Incentives** for attendance, homework, behavior and test results are prevalent throughout the school day. **Parents** are an integral part of the daily life of the school. For example, the Local Education Fund provides parent training sessions held at Indian Village each year. In addition, teachers hold monthly "reading lunches" when parents or other caregivers read in the hallways during lunchtime and share a special lunch or snack. The Reading Recovery teacher calls EVERY student and their parent over winter/spring breaks to make sure that children are reading daily. Indian Village is a site for Project Reads. In this program, first graders reading below grade level are tutored one night each week. Books are given to each student upon program completion. Reading data is used in a variety of ways to track student's reading level throughout the year. All teachers are trained to use Rigby and DRA assessments and student data is collected at the beginning, middle and end of school year. This reading data is used to share with parents and provides information to teachers to use for skill grouping for reading, remediation and

enrichment activities. It is also included in the yearend student portfolio. The data at the 2nd grade level is used to determine strengths and weaknesses used for “Jumpstart,” the summer ISTEP+ prep program. Many classes do “Buddy Reading” with another class at least once weekly and all bulletin boards are interactive. Students use these tools daily as part of classroom instruction and curriculum. Each morning before school starts all first graders work with a 5th grade buddy to review vocabulary flashcards. Finally, vocabulary flashcards are hung throughout the halls at drinking fountains, etc. so that students have no “down time.”

5. Professional Development

Modeling and embedded staff development is ongoing. Indian Village participated in the CAPE Literacy Grant in which five staff members and the principal received training and continue to work with the Cape grant facilitator. Teachers in grades 3-5 work continuously with their FWCS Balanced Literacy facilitator. In-servicing activities attended by all staff have included the Shurley Method for Language Arts, Four Block, Balanced Literacy, Reading Comprehension, Guided Reading, Kidspiration/ Inspiration (graphic organizers) and Marco Polo (using technology in writing). In addition, all classroom assistants are scheduled for inservices in Reading Recovery and Balanced Literacy during the FWCS scheduled elementary Delay Day in April.

CRITERION-REFERENCED TEST DATA

Grade 3 Test Indiana Statewide Testing for Educational Progress (ISTEP+)
Edition/publication year 2002 Publisher CTB/McGraw-Hill
What groups were excluded from testing? Special Education and Limited English Proficiency
Why and how were they assessed? Students who did not participate in ISTEP+ included special needs students whose Case Conference Committee determined should participate in alternative assessments. Each of those students has been assessed using IPT, AESOP (Indiana alternative assessment systems) and locally developed assessments that address attainment of Indiana's academic standards at instructional level. Additionally, based on state guidelines prior to No Child Left Behind Legislation, LEP students at English proficiency levels 1-3 were exempt from ISTEP+ testing. Those students were assessed annually using IDEA Proficiency Test (IPT). The total number of Indian Village students not participating in ISTEP+ was three (5.5%) in 1999-2000, one (2.1%) in 1999-2001, and seven (15.2%) in 2001-2002. The fluctuation of the moderate/severe population not tested because of case conference decisions, account for the difference in number of students not tested.

READING-- THIRD GRADE	2001-02	2000-01	1999-00
Testing Month	September	October	October
SCHOOL SCORES			
TOTAL			
At or Above Basic	82%	51%	43%
Number of students tested	39	47	51
Percent of total students tested	84%	98%	94%
Number of students excluded	7	1	3
Percent of students excluded	15%	2%	6%
SUBGROUP SCORES			
* 1. Socioeconomic Status			
At or Above Basic	56%	41%	27%
**2. Ethnicity (African American students)			
At or Above Basic	58%	28%	25%
*Students on free/reduced lunch			
**Indiana does not separate out groups of less than 10 students			
STATE SCORES			
At or Above Basic	66%	63%	60%
MATH-- THIRD GRADE	2001-02	2000-01	1999-00
Criterion-Referenced Test			
Testing Month	September	October	October
SCHOOL SCORES			
TOTAL			
At or Above Basic	95%	68%	57%
Number of students tested	39	47	51
Percent of total students tested	84%	98%	94%
Number of students excluded	7	1	3
Percent of students excluded	15%	2%	6%
SUBGROUP SCORES			
* 1. Socioeconomic Status			
At or Above Basic	94%	62%	40%
**2. Ethnicity (African American students)			
At or Above Basic	91%	50%	50%
*Students on free/reduced lunch			
**Indiana does not separate out groups of less than 10 students			
STATE SCORES			
At or Above Basic	70%	70%	60%
Note: In Indiana, "at or above proficient" and "at or above advanced" are not provided			

NORM-REFERENCED TEST DATA

Grade 3 Test Indiana Statewide Testing for Educational Progress (ISTEP+)

Edition/publication year 2001 Publisher CTB/McGraw-Hill

What groups were excluded from testing? Special Education and Limited English Proficiency
Why and how were they assessed? Students who did not participate in ISTEP+ included special needs students whose Case Conference Committee determined should participate in alternative assessments. Each of those students has been assessed using IPT, AESOP (Indiana alternative assessment systems) and locally developed assessments that address attainment of Indiana's academic standards at instructional level. Additionally, based on state guidelines prior to No Child Left Behind Legislation, LEP students at English proficiency levels 1-3 were exempt from ISTEP+ testing. Those students were assessed annually using IDEA Proficiency Test (IPT). The total number of Indian Village students not participating in ISTEP+ was three (5.5%) in 1999-2000, one (2.1%) in 1999-2001, and seven (15.2%) in 2001-2002. The fluctuation of the moderate/severe population not tested because of case conference decisions, account for the difference in number of students not tested.

Scores are reported here as (check one): NCEs X

READING-- THIRD GRADE			
	2001-02	2000-01	1999-00
Norm-Referenced Test			
Testing Month	September	October	October
SCHOOL SCORES			
TOTAL	63.0	51.7	44.2
Number of students tested	39	47	51
Percent of total students tested	82%	98%	94%
Number of students excluded	7	1	3
Percent of students excluded	15%	2%	6%
SUBGROUP SCORES			
* 1. Socioeconomic Status	52.4	48.0	38.1
**2. Ethnicity (African American students)	56.6	46.9	37.8
*Students on free/reduced lunch			
**Indiana does not separate out groups of less than 10 students			
MATH-- THIRD GRADE			
	2001-02	2000-01	1999-00
Norm-Referenced Test			
Testing Month	September	October	October
SCHOOL SCORES			
TOTAL	83.1	65.6	61.3
Number of students tested	39	47	51
Percent of total students tested	82%	98%	94%
Number of students excluded	7	1	3
Percent of students excluded	15%	2%	6%
SUBGROUP SCORES			
* 1. Socioeconomic Status	78.0	63.2	52.5
**2. Ethnicity (African American students)	N/A	N/A	55.9
*Students on free/reduced lunch			
**Indiana does not separate out groups of less than 10 students			